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ABSTRACT

This annotated bibliography focuses on academic library usage of audiovisual (AV) methods of instruction, particularly for the enhancement of the reference teaching function. The bibliography's objectives are as follows: to identify current trends with regard to AV methods in library orientation and bibliographic instruction; to isolate instances of academic library usage of audiovisual media in reference work; and to examine the criteria used by academic librarians choosing AV methods of instruction, and the strengths of those formats which were most commonly used. The bibliography is divided into the following sections: (1) Bibliographies; (2) Trends in the Use of AV Materials for Library Instruction; (3) Planning and Development for AV in Library Instruction; (4) The Use of AV Materials for Library Orientation; (5) Slides, Slide/Tape, and Point-of-Use Instruction Programs; and (6) Using Videotape for Library Instruction. A title index is provided. (MAB)

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User Education in the Academic Library:

Media Methods for Reference Work

An Annotated Bibliography

Compiled by

Sika Wharton

April 27, 1987
Updated January 1991

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The focus of this biliography is on academic library usage of audiovisual methods of instruction, particularly for the enhancement of the reference teaching function. The primary objectives of this project are as follows:

1) To identify current trends with regard to AV methods in library orientation and bibliographic instruction,
2) To isolate instances of academic library usage of audiovisual media in reference work,
3) To examine the criteria used by academic librarians choosing AV methods of instruction, and the strenghts of those formats which are most commonly used.

This study originally included references to material published over a period of fifteen years, from 1972 to 1987. It was updated to include selected publications from 1988 through 1990. All materials cited are in English, and focus on library systems such as one finds in undergraduate or university facilities in the United States. Citations refer to booklength studies, chapters, articles in professional journals, and studies available through the ERIC Document Reproduction Service. Bibliographies are included, and researchers are advised to consult these as well as older lists which are mentioned in the Rader bibliography. Excluded from this study are purely instructional materials on the mechnaics of writing and producing AV programs. Scripts are only included when accompanied by evaluative or theoretical discussions.

Materials included have been identified through a search of Library Literature, Resources in Education, and Library and Information Science Abstracts. Some of the subject terms used were "Audiovisual Library Services"; "College & University Libraries -- Audiovisual Materials" and "-- Reference Services"; and "Instruction in Library Use -- Audiovisual Materials" and "-- Bibliography".

I. BIBLIOGRAPHIES

SEE ALSO:
Kazlauskas, Edward John. Instructional Technology for Library and Information Science: A Guide for Education, Bibliographic Instruction, and Training . . . . . p. 6

Kusnerz, Peggy Ann, and Miller, Marie. Audio-visual Techniques and Library Instruction. **Ann Arbor: University of Michigan, 1975.**

This bibliography, compiled for a conference on "Media and Messages", lists over 400 books, articles and reports. The seven general headings cover various formats, equipment, and "general works". Included are numerous handbooks and "how-to" publications from the fields of education, communications, and from manufacturers. The subheading "Theory: Objectives" and "AV Media in Libraries" bring out most of the material related specifically to library instruction. By far the majority of entries relate to technique and to education. Lack of an index makes it difficult to locate articles specific to academic libraries.

Lockwood, Deborah L., comp. Library Instruction. **Westport, Conn.: Greenwood Press, 1979.**

Annotated bibliographic citations under the heading "Teaching Methods and Formats" are subdivided as to form of material and type of instruction. Two other main sections cover "General Philosophy" and "Types of Libraries". Journal articles, books and educational studies are included. Cross-references are given to entry numbers and authors listed in other sections of the bibliography. A name index is provided. 934 entries (in English) represent a rather comprehensive look at the literature published in the 1970's.

Rader, Hannelore B. "Mediated Library Instruction: An Annotated Bibliography." Drexel Library Quarterly **16 (Summer 1980): 116-133.**

A truly valuable and well-organized select annotated bibliography of publications from 1975 to 1979. Subheadings cover bibliographies, CAI, several types of media, multi-media and evaluation. The introduction cites earlier, more extensive biliographies, and comments on trends of the five-year period.

II. TRENDS IN THE USE OF AV MATERIALS FOR LIBRARY INSTRUCTION

Chadley, Otis, and Gavryck, Jacquelyn. "Bibliographic Instruction Trends in Research Libraries." Research Strategies 7 (Summer 1989): 106-113.

A survey of 42 ARL-member library BI programs includes a look at the development of instructional media. Data is provided for 1983, 1989, and the percentage change over that time period. More than two thirds of the libraries surveyed have developed instructional media, with an increase of 4.7%. Development of computer-aided instruction programs shows a much greater increase, of 19.1%.

Hacker, Betty L., and Rutstein, Joel S. "Educating Large Numbers of Users in University Libraries: An Analysis and Case Study." In Progress in Educating the Library User, pp. 105-123. Edited by John Lubans, Jr. New York: Bowker, 1978.

Trends and types of programs are reviewed, as are the findings and indications of various studies on the use of media in "mass library instruction programs". Implementation and evaluation of such ventures are illuminated by way of a case study of the Colorado State University program (Auto-Instructional Media for Library Orientation, or AIMLO).

Hickey, Damon D. "The Impact of Instructional Technology on the Future of Academic Librarianship". In Academic Libraries by the Year 2000, Essays Honoring Jerold Orne, pp. 34-49. Edited by Herbert Poole. New York: Bowker, 1977.

An insightful examination of the present and possible future role of media and technology in academic library instruction. This article covers the advantages, costs, objections to and training required in using various forms of media. The community college is used as a model from which academic librarians may learn and adapt, in their role as educators, in order to meet students' individual needs. A theoretical look at the impact of technology on one area of librarianship, and vice versa.

Kirkendall, Carolyn A. "Library Use Education: Current Practices and Trends." Library Trends 29 (Summer 1980): 29-37.

A summary and comparison of the content of LOEX (Library Orientation/Instruction Exchange) survey questionnaires filled out by academic libraries through May, 1973 (193 libraries) and December 1979 (830 libraries). Statistics include information pertaining to enrollment, type of institution, instructional methods and materials, evaluation, and publicity methods. The AV media most widely reported in use in 1979 were transparencies and slide/tape programs. The article also reviews trends in requests made of the clearinghouse, and provides a useful "Outline Plan of Action for Basic Library Instruction".

Lubans, John, Jr., ed. Educating the Library User. New York: Bowker, 1974.

This collection of articles on library instruction at various educational levels includes material on the "Rationale for Educating Library Users" (with one or two brief, general overviews on academic library AV instruction programs in the '70's), and several case studies, essays and research reports dealing with "Implementation and Evaluation of Library-Use Instruction Programs". Discussions of evaluation, tours, slide/tape, film, video and CAI appear in greater depth in other works. The unique feature of this collection is that it brings together information on all kinds of libraries.

McNeil, Don W. Academic Library Instruction. Bethesda, Md.: ERIC Document Reproduction Service, ED 190 135, 1980.

Five occassional papers presented at the Leeward Community College in Pearl City, Hawaii, provide useful overviews and historical background on the use of films, educational TV, audio cassettes, and visual learning materials such as transparencies. Though presented in repetitious format and language, the concise reviews of research and development in these areas and the bibliographies for each give a sense of the role of media in academic library programs.

Mensching, Teresa B. "Trends in Bibliographic Instruction in the 1980's: A Comparison of Data from Two Surveys." Research Strategies 7 (Winter 1989): 4-13.

The results of a 1987 survey of 834 academic libraries are compared with LOEX findings from a nearly identical survey from 1979. Among the findings reported are a 10% increase in the use of videotape for library orientation and instruction, and increasing use of transparencies and slide/tapes.

Whitmore, Marilyn P. Instructing the Academic Library User: Historical Background and Utilization of Audiovisual Presentation. Bethesda, Md.: ERIC Document Reproduction Service, ED 202 458, 1979.

Eleven pages of text provide brief sketches of trends broken down by decade, covering the 1930's through the 1970's. A review of studies includes comments on the advantages and disadvantages of such formats as TV, programmed instruction, and multi-media. The greatest amount of detail is given on the more popular slide/tape format. Length of program, evaluation, and duplication of efforts are also discussed. 70 references.

Whitmore, Marilyn P. Instructing the Academic Library User in the United States and Great Britain: A Review of the Literature and the State-of-the-Art in Oxford. Bethesda, Md.: ERIC Reproduction Service, ED 207 599, 1981.

This scholarly review of trends of the 1970's is divided into three section, covering the U.S., Britain, and Oxford University. Discussion of library utilization of AV materials points to the slide/tape program as the most popular type of media used.

III. PLANNING AND DEVELOPMENT FOR AV IN LIBRARY INSTRUCTION

Association of Research Libraries. SPEC Kit 121, "Bibliographic Instruction in ARL Libraries." Washington, D.C.: ARL Office of Management Studies, February 1986.

Planning documents and reports from university library committees and task forces illustrate the consideration given to slide/tape, audio, cassette, videotape and CAI media, particularly for orientation programs. Brown University, Temple Unviersity, Ohio State University, the University of Florida, and the University of Delaware are included.

Beaubien, Anne K.; Hogan, Sharon A.; and George, Mary W. Learning the Library: Concepts and Methods for Effective Bibliographic Instruction. New York: Bowker, 1982.

Audiovisuals are considered in the context of "Choosing a Mode" in chapter 3 of the step-by-step guide to the development and implementation of a BI program. Pros and cons are outlined in tabular form, followed by discussion of many factors involved in choosing a mode of instruction. The focus is on support for higher education.

Davinson, Donald. "Never Mind the Quality, Feel the Width." In Library Instruction and Reference Services, pp. 29-37. Edited by Bill Katz and Ruth A. Fraley. New York: Haworth Press, 1984.

This lively critique of increasing expenditures for library instruction programs points out the dangers of jumping on the AV bandwagon. Davison advocates the reallocation of resources to study alternative means of achieving the goals of user education, by putting more staff in greater contact with patrons.

Fjallbrant, Nancy, and Malley, Ian. User Education in Libraries. 2d ed. London: Clive Bingley, 1984.

Audiovisual media methods and usage are discussed in two chapters, on "Teaching Methods and Media for Library Use Education" (chapter 3), and "Education for Online Information Retrieval" (chapter 4). A detailed breakdown of group, individual, and combined presentations is provided for various media. Factors affecting the learning process (such as the passive attitude in watching a video-tape) are related to each method. Chapter 4 presents an interesting example of using recorded searches on tape for the introduction of online systems during orientation.

Hardesty, Larry. Use of Media in Library Use Instruction. Bethesda, Md.: ERIC Document Reproduction Service, ED 261 688, 1984.

Presented at the ALA annual conference in Dallas in 1984, this 56-page paper examines library instruction situations in order to identify effective usage of nonprint media. Some advantages of using media which are detailed include the ability to extend quality instruction to large audiences, better use of limited time and/or space, and the enhancement of learning through effective use of special effects. Ten steps in the process of program development are identified. Careful planning is stressed, and great expense and sophistication are not seen as crucial to the success of a program.

Kazlauskas, Edward John. Instructional Technology for Library and Information Science: A Guide for Education, Bibliographic Instruction, and Training. Los Angeles: Nolan Information Management Services, 1981.

Goals and objectives, developing an instructional design, implementation, and evaluation are covered in this lengthy study and literature review. Extensive examples support detailed information on the use of instructional design in library programs. Systematic media selection, learning theory, field testing, and cost factors are among the subjects examined. Numerous examples of actual library programs are reviewed, and a glossary of terms is provided. An extensive, selectively annotated bibliography lists nearly 200 books and articles.

Kirkendall, Carolyn A. "Information Exchanges for Library Instruction: Disseminating the Media." Drexel Library Quarterly 16 (Summer 1980): 103-115.

This distillation of relevant information contributed by LOEX member libraries puts AV presentations in perspective, as part of a total program. Pros and cons of using AV materials are realistically stated. An appendix provides a list of Library Instruction Clearinghouse directories by state or region.

Kirkendall, Carolyn A., Ed. "Library Instruction: A Column of Opinion." Journal of Academic Librarianship 2 (January 1977): 304-305; 3 (March 1977): 34-35.

Students' needs are seen as the most important consideration in weighing the value of using audiovisual presentations in orientation/instruction programs. Eight out of ten academic instruction librarians responding in these issues feel that AV presentations are useful but not essential. Personal contact and individual help from librarians are seen as two factors AV materials cannot provide.

McNeil, Don W. A Comparison of the Effectiveness of Two Individualized Study Techniques: Audiocued and Reading. Bethesda, Md.: ERIC Document Reproduction Service, ED 224 537, 1982.

Report on a test of two groups of first-year students enrolled in a four-part library instruction unit in a community college setting. Given a choice of reading or listening to an audiotaped program for any or all of the sections, many students switched over to the print format. Statistical annalysis (using SPSS) revealed no statistical difference in scores. The four-stage unit is described and a review of the literature is included.

Mensching, Teresa, Ed. "Dialogue & Debate: Resistance, Empathy, and Technical Expertise." Research Strategies 6 (Summer 1988): 136-139.

Responses to the question, "Are librarians avoiding using AV because they find materials too difficult to create or revise and/or too simplistic once they tried to use them?". Learning as a sensory experience, enhanced student attention to material and retention of information, and more negative points about limited shelf-life and the time needed to select, create, revise, and set up audiovisual presentations are mentioned.

Mensching, Teresa, Ed. "Dialogue & Debate: The Importance of an Appropriate Milieu." Research Strategies 6 (Spring 1988): 85-86.

Additional comments on the use of AV materials for library instruction. Planning, creativity, and usefulness of materials as they stand alone are seen as important variables for success.

Renford, Beverly, and Hendrickson, Linnea. Bibliographic Instruction: A Handbook. New York: Neal-Schuman, 1980.

Chapter 1 deals with planning and orientation programs (including AV matierals), and Chapter 8 (pages 164-178) is devoted to "Audiovisual Materials and Equipment". The authors present a practical discussion of the functions of AV materials for BI, describe equipment (with illustrations), and review such topics as mechanical ability, management of materials, buying equipment, developing materials, and quality control. A basic overview in a how-to-format.

Rice, James. Teaching Library Use: A Guide for Library Instruction. Contributions in Librarianship and Information Science, no. 37. Westport, Conn.: Greenwood Press, 1981.

Audiovisual materials and techniques are discussed at each stage of planning, for orientation and library instruction, but not for bibliographic instruction. Sections on involving people and evaluation, and appended lists of conferences, sources for commercial programs and assistance with production, a bibliography and useful index all add to the attractiveness of this work as a planning tool.

IV. THE USE OF AV MATERIALS FOR LIBRARY ORIENTATION

Benefiel, Candace R., and Jaros, Joe. "Planning and Testing a Self-Guided Taped Tour in an Academic Library." RQ 29 (Winter 1989): 199-208.

A general library tour on audiocassette tape was developed for the Sterlin C. Evans Library of Texas A&M University, and tested in the fall of 1987 on students in first-year English classes. Analysis of pre- and post-tests showed that most students improved at the same rate whether using a guided or taped tour. The article includes information on planning and implementation, testing, student reaction, staff training, advantages, and difficulties to consider in planning such a program. The text of the Library Skills test is appended.

Cubbage, Charlotte. "Slide-Tape Orientation Programs: Still an Option for the Eighties." Research Libraries 4 (Spring 1986): 75-80.

Eight librarians from public and technical services formed a task force at Northwestern University to evaluate the effectiveness of the library's orientation program, and to produce a new slide/tape component to replace a 1970 edition. Goals and objectives are defined, as are the benefits of the slide/tape format. Details of the production process are outlined, including guidelines for script-writing. Cost (without figuring staff time) was budgeted at $1000 for equipment and $2000 for processing. The author stresses the need for advanced planning and the advantage of updating slides.

Forrest, Charles, and Glassman, Mary. "Development of a Self-Guided Audiocassette Tour at a Large Academic Library: Preliminary Report." Research Strategies 4 (Summer 1986): 116-124.

In September 1985, the University of Illinois at Urbana-Champaign put into use a program designed to introduce students to the main and undergraduate library buildings. Rationale and discussion of development are followed by specifics on production of the program and the results of its first semester's usage. Cutting down on one-hour group tours by librarians, the tape (with five pages of maps) was found to lend uniformity to the presentation, cause less disruption, save staff time, and function as a staff orientation tool as well. The total cost (including 50 Walkman players) came to $2104, with some funding provided by private gifts. The tape tours were supplemented by increased BI activity, regular online catalog workshops and a new Information Desk. Large percentages of students used the tape at times tours would not have been offered.

Rice, James. "An Assessment of Student Preferences for Method of Library Orientation." Journal of Library Administration 4 (Spring 1983): 90-93.

Reviewing the importance of library orientation in the instruction effort, this article first outlines objectives, summarizes existing research, and then looks at methodology. Slide/tape or video presentations, audio cassette-guided tours, and the group tour are considered. Interpreting data from two surveys conducted among first-year students at large universities, Dr. Rice stresses the importance of personal contact and direct experience of the library's physical environment. The slide-tape or videotape alone is seen as inadequate for orienting and motivating students. Suggestions are given for further study.

Ridgeway, Trish. Library Orientation Methods, Mental Maps, and Public Services Planning. Bethesda, Md.: ERIC Document Reproduction Service, ED 247 942, 1983.

Administration of two alternate methods of library orientation to two hundred first-year students at Winthrop College, South Carolina, reinforced the sense of need for excellence in orientation programs, and revealed shortcomings in building and sign design. Students who experienced the self-guided cassette walking tour performed only slightly better than those who viewed a slide-tape program outside the library. The article also provides a review of significant literature, sample floor plans, and orientation test results.

SEE ALSO
Segal, Jane E., and McNally, Tom. "'Battle of the Library Superstars': the Use of Professional Media Production Techniques." . . . . . p. 15

V. SLIDES, SLIDE/TAPE, AND POINT-OF-USE INSTRUCTION PROGRAMS

Baldwin, Julia F., and Rudloph, Roberts S. "Improving Student Recall of Library Information from Slide/Tape Programs." College and Research Libraries 43 (January 1982): 78-80.

Reviews advantages and disadvantages of slide/tape programs for library instruction. Describes a 1978-79 test of 569 students enrolled in a business-report-writing course at the University of Toledo. The usefulness of adding a dimension of programmed instruction to the traditional slide/tape program through periodic question-and-answer review is supported by findings from the year-long study. Immediate recall is improved.

Barry, Carol, comp. An Illinois Union List of Commercially-Produced Audiovisual Materials for Bibliographic Instruction. Bethesda, Md.: ERIC Document Reproduction Service, ED 203 881, 1980.

An interesting attempt to provide library educators with information on available AV materials (though perhaps not all would be useful or available currently). Ninety-one academic libraries responded to a 1980 questionnaire. All materials identified were produced after 1965. Complete descriptive information is given for each item, as are holdings and names of contacts. Included are audiovisual guides to individual reference tools, microforms and encyclopedias, and to other forms.

Crowe, Kathryn Moore. "Effective Use of Slides for Bibliographic Instruction." Research Strategies 7 (Fall 1989): 175-179.

With assistance form the univeristy's Learning Resources Center, librarians at the University of North Carolina at Greensboro have used slides for bibliographic instruction since the late 1970's. This article discusses the advantages of the slide/lecture format and offers tips for producing and using slides. The author cautions against equipment failure and slides with small images.

SEE ALSO
Cubbage, Charlotte. "Slide-Tape Orientation Programs: Still an Option for the Eighties." . . . . . p. 8

Gardner, Jeffrey J. "Point-of-Use Library Instruction." Drexel Library Quarterly 8 (July 1972): 281-285.

Five brief audiovisual presentations were developed for individual reference tool instruction, as part of a laboratory project at M.I.T. A discussion of user response to the sound-slide, loop sound filmstrip, and endless loop audio cassette programs with sample pages reveals an enthusiastic endorsement for point-of-use instruction. The audio tape/sample page programs were seen as perhaps the most successful. Though equipment featured is now out-of-date, this project illustrates the innovative work mechanically competent staff members can perform.

Hacker, Betty, and Stevens, Richard. "Evaluating the AIMLO Project." In Evaluating Library Use Instruction, Papers Presented at the the University of Denver Conference on the Evaluation of Library Instruction, December 13-14, 1973, pp. 51-66. Edited by Richard J. Beeler. Ann Arbor: Peirian Press, 1975.

The Statistical Package for the Social Sciences (SPSS) program was used to analyze a quiz given to introductory psychology students who participated in the AIMLO (automated media) program at the University of Colorado in 1973. The results indicate success with the program. The quiz and evaluation questions are appended.

Hardesty, Larry. Survey of the Use of Slide/Tape Presentations for Orientation and Instruction Programs in Academic Libraries. Bethesda, Md.: ERIC Document Reproduction Service, ED 116 711, 1976.

Results of a survey of 99 libraries, conducted at DePauw University, are presented in this 186 page report. For each library, information on the purpose, course use, subject, producer, financing and evaluation of programs is given. Conclusions reached include the following: 1) less than 12 of the programs produced were suitable for wide use, and 2) the slide/tape format demands time, expertise and resources, all of which are often underestimated. Also covered, in Section II of the document, are topics related to technologies and library instruction (theory, using AV media, slide/tape techniques).

Hardesty, Larry. "Use of Slide-Tape Presentations in Academic Libraries: A State-of-the-Art Survey." Journal of Academic Librarianship 3 (July 1977): 137-140.

The advantages and problems associated with the slide/tape format are examined through interpretation of a survey of 104 academic libraries (21 of the 129 respondents did not make us of this format). The purpose of the survey was to identify the best local productions for possible expanded usage, and to review the use of slide/tape programs for orientation and instruction in academic libraries. Hardesty suggests that coordination of efforts in developing outstanding programs could benefit a number of libraries.

Hills, P.J.; Lincoln, L.; and Turner, L.P. Evaluation of Tape-Slide Guides for Library Instruction. London: British Library Research and Development Reports, 1978.

This comprehensive report looks at the preparation and use of the slide/tape programs under the coordination of the British Standing Conference of National and University Libraries (SCONUL). With this project, librarians were brought together from different institutions to produce programs for use in Great Britain and abroad. Formulation of objectives, choice of methods, and evaluation are among the topics treated. Specific as well as general recommendations for the use of such programs are given. An extensive classified bibliography is provided.

Larson, Mary Ellen, and Freivalds, Dace. Pennsylvania State University Libraries, A Final Report from the Public Services Research Projects: The Effect of an Instruction Program on Online Catalog Users. Bethesda, Md.: ERIC Document Reproduction Service, ED 255 223, 1985.

Approximately two-thirds of 253 students completed a series of tests designed to test three aspects of online catalog orientaiton. Four different methods were used to teach students, and only online instruction was found to be ineffective. Slide/tape, pocket guide and librarian-led workshop methods were effective. Post-tests were administrered after instruction and six months later. Other relationships examined in the study (influence on user reaction to the online catalog and on searching accuracy) are not clearly defined through the test results.

Lubans, John, Jr. "Evaluation Attempts of Library Use Instruction Programs at University of Colorado Libraries." In Evaluating Library Use Instruction, Papers Presented at the University of Denver Conference on the Evaluation of Library Instruction, December 13-14, 1973, pp. 67-82. Edited by Richard J. Beeler. Ann Arbor: Peirian Press, 1975.

Evaluation of slide/tape and film loop programs is the subject of this paper. A discussion of the problems of accurate evaluation is illustrated by questionnaires with relevant responses tallied.

SEE ALSO
Mosley, Patricia, and Jackson, Randall. "A Console that Loves to Teach Library Basics." . . . . . p. 15

Palmer, Millicent. "Creating Slide-Tape Library Instruction: the Librarian's Role." Drexel Library Quarterly 8 (July 1972): 251-267.

A good review of the values of the slide/tape format for library instruction, with general guidelines and discussion of elements of planning for production. Visual and narrative elements are outlined, and a script is provided.

VI. USING VIDEOTAPE FOR LIBRARY INSTRUCTION

Association of College and Research Libraries. Creative Approaches to Video for Bibliographic Instruction. Chicago: American Library Association, 1985.

This syllabus for ACRL Continuing Education program course #206 was designed by Thomas McNally. In outline form, strengths of media and video are given, types of programs and their characteristics are sketched, critical points for success in production are listed, and the role of the librarian as producer is presented. Script development, marketing, funding, and creativity are also treated.

Foster, Barbara. "Do-It-Yourself Videotape for Library Orientation Based on a Term Paper Project." Wilson Library Bulletin 48 (February 1974): 476-481.

With the help of the "conviviality and expertise of Hunter's videotape division" this librarian created a humorous 16-minute program shot in one day for $25 (cost of tape). The tape was used in a lab situation, on request, by first-year students at Hunter College in New York, after they had received a tour, general discussion of policies and procedures, as well as hand-outs. Enthusiastic interest in this new technique (at the time) led to in rental to other libraries, and this discussion of its design and production.

French, Nancy, and Butler, H. Julene. "Quiet on the Set! Library Instruction Goes Video." Wilson Library Bulletin 63 (December 1988): 42-44.

Librarians at Brigham Young University developed a 10-minute videotape to replace a very noisy lecture/tour orientation program, designed to reach 5000 first-year students each year. The resulting program, "Library Research: Where Do I Start?", covers four basic concepts. When put in use, a librarian elaborates on the material between segments. An instructor's guide and student handbook were also developed. The professional production, using 16mm film (transferred to tape), cost $7000, used student actors, and was filmed during a break in the academic calendar.

Hardison, Diana D., and Moore, David M. "Library Skills Via Videocassette: Back to the Drawing Board." International Journal of Instructional Media 6 (1978-79): 101-105.

A study conducted among English students at a multi-campus community college in Virginia sought to measure the effectiveness of a library skills unit taught by self-paced videotape as compared with one-class-period instruction by a librarian. No significant difference was measured in the results of post-testing and delayed post-testing. Interesting discussion is included on the fact that students did not make use of the self-pacing element. The combination of tape and classroom discussion is seen as potentially most efficient and effective. No details on program content or planning.

Jacobson, Gertrude N., and Albright, Michael J. "Motivation Via Videotape: Key to Undergraduate Library Instruction in the Research Library." The Journal of Academic Librarianship 9 (November 1983): 270-275.

An experimental project for improving library instruction at Iowa State University resulted in the development of a set of four videotaped units. The classroom instruction previously used experienced high percentages of failure due to nonattendance. The video units were found to reach larger numbers, provide basic knowledge, and helped to develop positive attitudes and feelings about the library.

At a total cost of $3000 (labor from Media Resources Center without cost), the programs and accompanying course manual covered problem-solving through a literature search in four 6-9 minutes tapes. Comprehensive testing followed, and further discussion of the card catalog was provided in the classroom. Interesting comments are made on the function of a pilot segment and successful use of a "lighter touch" (play-within-a-play, with one character addressing the audience) as a vehicle for information.

Kautz, Barbara A.; Rodkewich, Patricia M.; Philipson, Will D.; and Bardon, Jane. "The Evolution of a New Library Instruction Concept: Interactive Video." Research Strategies 6 (Summer 1988): 109-117.

A lecture/lab format for a one-credit course on "Library Research Methods" at the College of Agriculture, St. Paul campus of the University of Minnesota was replaced by a "level III" interactive video program. Eight lessons or tutorials and a final exam were included in the system, designed to allow 350 students per year to progress at their own pace. A grant of $1650 covered labor and supplies. The article briefly reviews planning procedures, development, the role of the instructional designer, the mechanics of the system, and course content and evaluation.

Lolley, John L. "Videotape Programs." Drexel Library Quarterly 16 (Summer 1980): 83-102.

The positive attitude college and university students may have toward innovative instructional videotape is seen as a major factor in favor of its use. Discussion of objectives, survey results, and an imaginative case of videotaped library instruction all point out the virtues of video for affective rather than cognitive learning.

Mosley, Patricia, and Jackson, Randall. "A Console that Loves to Teach Library Basics." American Libraries 15 (September 1984): 593.

A brief and somewhat tantalizing description of an interactive video instruction module developed at the Murray-Green Library of Roosevelt University in Chicago. Reference librarians provide an informal walk-through instructional session of about 12 minutes on tape. Close-ups of indexes show how citations are found. Among the options available to a student are evaluation, review of key information, review of all material, return to opening menu. Workstations are described, including equipment chosen to withstand wear and tear.

Roberts, Anne F. "Training Reference Librarians Using Library Instruction Methods." In Library Instruction and Reference Services, pp. 67-74. Edited by Bill Katz and Ruth A. Fraley. New York: Haworth Press, 1984.

In considering methods of orienting and training reference librarians, Roberts advocates the use of audiotaped reference questions for practice, and videotaping desk questions and interactions. This is seen as an excellent means of developing effective communication, one of many performance functions outlined.

Rodkewich, Patricia M., and Kautz, Barbara A. "The Dissolution of a New Library Instruction Concept: Interactive Video." Research Strategies 7 (Summer 1989): 114-118.

Following up on a summer 1988 article, the authors provide updated information on a "level III" interactive video system for an independent study course in Library Research Methods at the University of Minnesota. Reduced staff time and favorable student reaction are seen as the greatest successes. The choice of videotape over videodisc and an authoring system which doesn't allow the use of a hard disk were the biggest problems. The program evolved into CAI alone because of problems with the video format.

Segal, Jane D., and McNally, Tom. "'Battle of the Library Superstars': the Use of Professional Media Production Techniques." Library Journal 108 (April 15, 1983): 795-797.

Ohio State University developed a videotaped parody of television sports competitions to introduce first-year students to library use. Librarians provided the script and production supervision, while professionals provided technical production support. The Director of Library User Education at Ohio State, Virginia Tiefel, was able to secure a university grant of $2430 for the production. The taping, using student actors, was completed in four days, in the summer of 1981. Editing was the responsibility of Telecommunications Department staff.

Student reaction was quite positive, and librarians felt the goals of changing students' attitudes toward libraries and teaching library skills were met with this production. Six important points for achieving high quality in a production of this kind are mentioned.

Shirato, Linda, Ed. "Dialogue and Debate: Take Five: Librarians Describe their Videotape Experiences." Research Strategies 8 (Spring 1990): 94-97.

Prompted by numerous requests received by LOEX for information and samples of videotape productions, Shirato asked six librarians to comment on their experiences.

Smith, Jean. "Teaching Research Skills Using Video: An Undergraduate Library Approach." Reference Services Review 16 (1988): 109-114.

"Searchin' Safari" is a videotape program designed to teach search strategy and change students' negative attitudes about the undergraduate library at the University of California at San Diego. The professional production cost over $2300. The article includes a copy of the production budget and grant proposal, and reviews some of the successes and failures of videotapes used for library instruction. Helpful comments on graphics, funding, scripting, and preproduction planning complement the description of the program and its benefits.

Though the slide/tape format has been a long-time favorite among instruction librarians, perhaps the fervor of the 1970's for mediated instruction units has now begun to wane. Enthusiastic reference to the potential of interactive programs and Computer-Aided Instruction have yet to inspire many studies which compare their effectiveness to other forms of media. Materials dealing solely with CAI are indeed available in the literature of library science, but are not within the scope of this bibliography.

Within the academic community, librarians have voiced their concern that students learn not only the skills they need to become effective users, but that they also develop a positive attitude which will enhance their approach to the library and to research. As in the development of any library instruction program or unit, careful planning is often cited as a key to success with audiovisual programs. Those librarians who are able to translate creative ideas for a particular well-chosen medium, and who can rely on quality technical production assistance and administrative support, have the opportunity to develop something which stimulates the student to learn and frees the library staff to concentrate to a greater extent on service.

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